

The background is a colorful illustration of a campsite. At the top, a wooden building with a slanted roof has several bunk beds. People are seen inside and outside the building, including a person in a wheelchair. In the middle, a river flows through the camp. On the left, a person is taking a photo of the river. In the foreground, a group of people is playing water games, splashing water on each other. A guitar is visible in the bottom left corner. The overall scene is bright and cheerful, representing a summer camp environment.

# Prevention tool

For the prevention of sexual exploitation  
in Guiding and Scouting



Pfadibewegung Schweiz  
Mouvement Scout de Suisse  
Movimento Scout Svizzero  
Moviment Battasendas Svizra

## Imprint

Brochure Publisher	Prevention tool for the prevention of sexual exploitation in scouting Swiss Scout and Guide Movement, Bern
Authors and contributors	Seraina Crastan / Kiria, Marc Geissmann / Gämschi, Rebekka Bertschi / Figaro, Manuela Schläpfer / Puffina, Andrea Suter / Kibriti, Ruth Mattle / Chribli, Renaud Lambert / Renard actif, Nina Trüb (Limita – Specialist Centre for the Prevention of Sexual Exploitation)
Proofreaders	Emanuel Wyss / Tschagon, Ursina Zwicky / Perelín
Illustrations Layout	Konrad Beck Nadja Jenny / Chili
Edition	2023
Reference number	2154.01.en
Copyright	© 2023 – Swiss Guide and Scout Movement, Speichergasse 31, CH-3011 Bern +41 (0)31 328 05 45, info@pbs.ch, pfadi.swiss

All rights reserved. Any use other than private use and legally permitted use requires the written consent of Swiss Guide and Scout Movement.

If you find any errors or omissions in this brochure, please let us know at [verbesserungen@pbs.ch](mailto:verbesserungen@pbs.ch).

Thank you for your help!

# Prevention tool

For the prevention of sexual exploitation  
in Guiding and Scouting

A hidden object picture and  
accompanying letter

<b>1. Great to have you here</b>	<b>4</b>
<b>2. A little theory is necessary</b>	<b>5</b>
2.1. Wording explained briefly	5
2.2. How prevention of sexual exploitation (PSE) works	5
<b>3. The hidden object picture</b>	<b>9</b>
3.1. Key questions	9
3.2. Ideas for application	10
3.3. Situations under the microscope	12
3.4. What's to discover	17
<b>4. What to do if you have an     uneasy suspicion?</b>	<b>18</b>
<b>5. Even more exciting things</b>	<b>19</b>

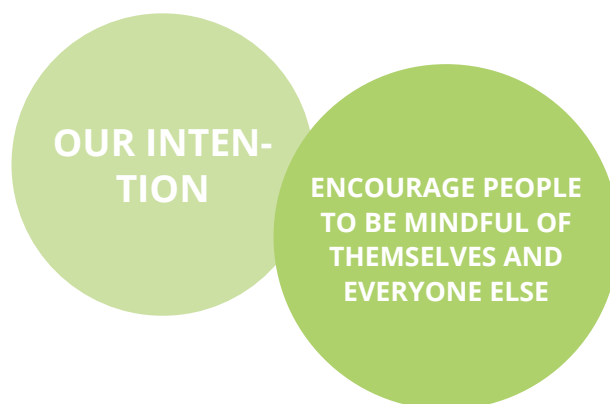
# 1. Great to have you here

Sexual assault, sexual exploitation and boundary violations are attacks on a person's dignity. That is why prevention work is important to the Swiss Scout and Guide Movement. Prevention work aims to counteract boundary violations and incidents of sexual exploitation, build barriers to prevent offences from occurring and protect all members of the Scout Movement equally.

It is important to us that all children, young people and (young) adults enjoy coming to the Scouts and feel accepted, valued, comfortable and safe. It is also important to us that parents know their children are in good hands at the Scouts.

As a children's and youth association, we are aware that there are situations in everyday Scouting life where boundaries may be violated. These so-called risk situations cannot be avoided. However, if they are given attention and discussed within the team or group, they become more transparent, and everyone involved becomes more aware of them.

The hidden object picture and accompanying letter are tools for preventing sexual exploitation (hereinafter referred to as "PSE"). They are primarily aimed at unit leaders and course leaders and are intended for use in everyday scouting and training courses.



## **The hidden object picture is intended to...**

- ... address our own well-being and that of others in order to promote empathy.
- ... raise awareness of one's own boundaries and those of others.
- ... explicitly highlight situations and their risks in order to recognise them.
- ... make it possible to discuss the topics of boundaries, boundary violations, sexual assault and sexual exploitation.

## **The accompanying document should...**

- ... provide background knowledge on how situations can be positively influenced.
- ... provide ideas on how to prevent boundary violations, sexual assault or sexual exploitation.
- ... empower leaders and give them confidence.
- ... protect our members by providing recommendations for action.
- ... motivate leaders to seek help in order to address discomfort and boundary violations.

## 2. 2. A little theory is necessary

### 2.1. Wording explained briefly

#### **Risk situations**

Risk situations are delicate situations in everyday scouting life that can be exploited to violate boundaries and commit sexual assault. Risk situations cannot be avoided. The aim is to raise awareness of such risk situations and create transparency.

#### **Boundary violations**

Boundary violations can occur in everyday life. These are situations in which we get too close to others physically or emotionally, thereby unintentionally or indifferently violating their physical or psychological boundaries. Boundary violations can arise due to carelessness or differing perceptions of closeness and distance, without any sexual intent. However, they can also be strategic boundary violations aimed at establishing sexual exploitation.

#### **Sexual assault**

We speak of sexual assault when someone seeks sexual gratification without the other person being aware of this intention or being able to consent to it.

#### **Sexual exploitation**

Unlike sexual assault, sexual exploitation always involves physical, emotional and mental dependence or superiority, which is exploited over a long period of time.

### 2.2. How prevention of sexual exploitation (PSE) works

Effective prevention is possible when we make it part of our everyday culture. This simply means that we examine our programme, our everyday Scouting activities and our use of language with the help of the aspects listed below, thereby promoting transparency and respect for boundaries and putting this into practice every day. As a leader, you are responsible for planning your programme in such a way that these aspects are considered.



## The four aspects

### Dependency relationship

Those in need of protection are in a structural relationship of dependency. This dependency is determined by the distribution of roles (participants – leaders – senior leaders, etc.) and the structure of the Scouts, and is lived out in everyday life. This structure and the associated distribution of roles has proven itself in the Scouts and contributes greatly to making the organisation what it is and ensuring that its activities can run as smoothly as possible.

As scout leaders, we must be aware of these powerful roles and the resulting dependencies – by taking on a leadership position, we assume responsibility for our task and, in particular, for the participants entrusted to us.

### Voluntary participation

In principle, participants join the Scouts voluntarily and take part in the activities. During camps and weekends, they sometimes have to take on unpopular tasks, such as chores or digging latrines. These tasks are important to ensure that everyday life at camp runs smoothly.

However, participants should not be exposed to boundary violations, exploitation or abuse beyond the usual and generally known Scout activities, nor should they be allowed to suffer violations of their personal, physical and sexual integrity.

It should therefore be possible to say "no" to activities that make someone feel uncomfortable. Be aware that a "No" can also be expressed non-verbally. (e.g. crossing your arms, not participating, etc.)

### Consensus / participation

This means that all participants can take part in the activities and help shape them. The activities are designed by the leaders to be age-appropriate and based on the principles of scouting. Consensus is often assumed and is usually guaranteed when participation is voluntary. Nevertheless, it is important to check for consensus regularly and give participants the opportunity to express themselves. Feedback systems, such as group meetings or a letterbox, give participants this opportunity.

### Opt-out opportunities

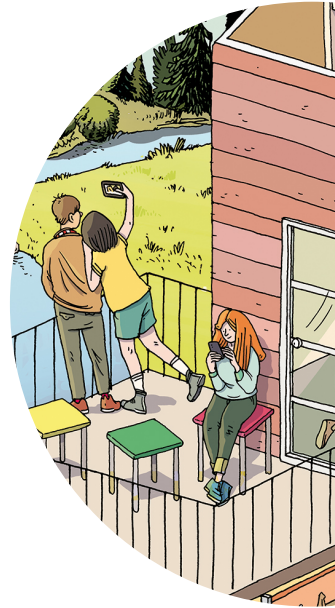
To ensure that participation is entirely voluntary, there must be opportunities to opt out. If someone has reached their personal limit or feels that this limit has not been respected, they must be able to opt out without further consequences and without being embarrassed. This allows personal limits to be identified and clearly defined, which in turn also provides feedback.

To keep (group) pressure as low as possible, low-threshold exit options or alternative offers are a good way to preserve the integrity of the participants.

### Critical questions on the four aspects

As part of your leadership team, keep asking critical questions about your programme and consciously examine the individual aspects.

- Are all participants participating voluntarily and with enthusiasm?
- Are some people standing on the sidelines? Why?
- Is there any sign of resistance? If so, how?
- Are there opportunities to leave? How and when are these announced / made possible?
- Is there an alternative programme? How is this announced / made possible?
- How and when can a child say that they do not want to participate?
- How do we leaders respond to a "No"? How does the group react?
- Are individuals laughed at or taken less seriously if they don't dare to do something?
- How do we find out what our group thinks / is concerned about?
- Do we regularly seek feedback? How? Is it possible to provide anonymous feedback?
- How can our participants express themselves in a low-threshold manner?
- Are we, as leaders, aware of our roles?
- Are we aware of our power and the relationship of dependency we have with children and young people?
- What makes a good role model?
- Do we talk openly in the department about our role model effect and give each other feedback?
- Are there any "old traditions" that are no longer appropriate? Why is this not being changed?
- How do we talk to each other? Are there verbal demonstrations of power?
- Are we aware that a "no" or "I don't want to participate" can be expressed in different ways (e.g. verbally or non-verbally)? Do we also see these "no's"?



### Open feedback culture

Create an open feedback culture for your participants. Use group sessions or the Twitter box from the 2022 national jamboree "mova" (chapter 5) for this purpose.

An open feedback culture is also important within the leadership team. This enables you to discuss various situations, including irritating ones, together. So encourage your leaders to give feedback on a regular basis or plan specific sessions for feedback.

### Präventionsspiele

Incorporate exercises on saying "no" and assertiveness games into your activities.

### **Non-judgmental vocabulary**

As leaders, you should use non-judgmental language and set a good example. The less sexualised language you use, the more preventative your everyday Scouting activities will be. Agree within the leadership team on how you will refer to body parts (e.g. 'bum' instead of 'arse'). This will make it easier for you and the children and young people to talk about topics related to sexuality. Finding the right expression is often associated with a lot of uncertainty for participants. As leaders, you can counteract this by encouraging them to adopt your expressions.

### **7 points of prevention**

The 7 points of prevention can help empower children and better protect them from sexual exploitation. These are all topics that you, as a leader, can easily incorporate into your Scouting activities

#### **IMPORTANT**

Remember that you are a role model for your charges and should also exemplify these values. Children and young people learn best when they experience what they are told.

### **Your body belongs to you!**

A secure and confident body image helps children to be more aware of boundary violations and defend themselves against them.

### **Your feelings are important.**

Children should be allowed to perceive, recognise and trust their feelings.

### **(Un)pleasant touching**

A child must know that they do not have to tolerate touch that makes them feel uncomfortable.

### **You have the right to say "NO".**

Children should be encouraged to recognise, take seriously and respect their own boundaries as well as those of others.

### **Good / bad secrets**

The division into good and bad secrets helps children to distinguish between them and serves to uncover taboo subjects.

### **You have the right to help.**

It is important for children to know that if they are in trouble, and talk to someone they choose about their problems.

### **It is not your fault!**

Victims must be relieved of feelings of guilt and the responsibility for the exploitation must be clearly assigned to the perpetrators.

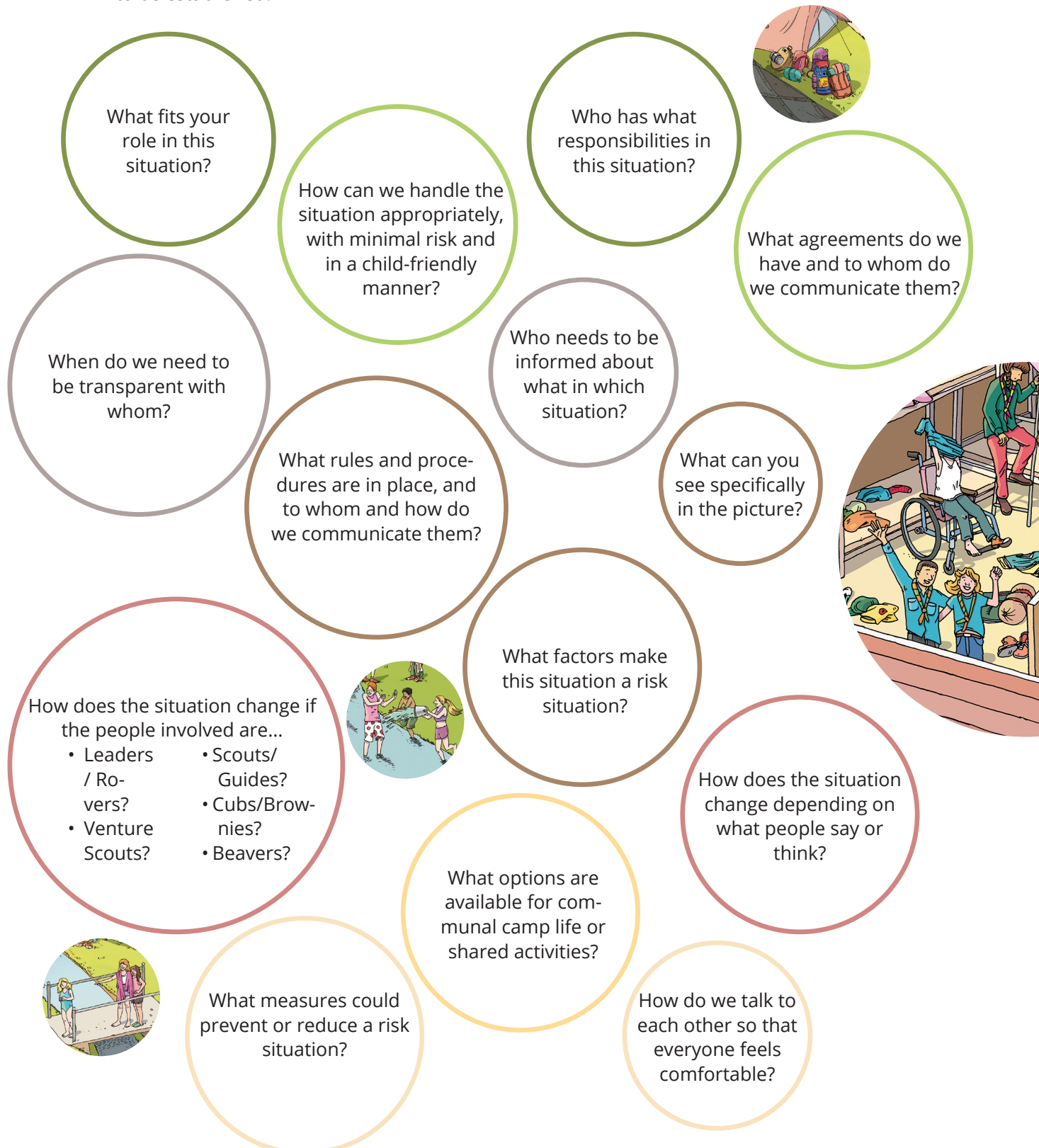
#### **IMPORTANT**

As a leader, you are ALWAYS responsible for setting boundaries. Setting boundaries can never be delegated to the children. The 7-point prevention plan serves to empower children, but does not replace the prevention measures taken by the leadership team.

# 3. The hidden object picture

## 3.1. Key questions

The situations depicted in the hidden object picture should be discussed at all possible levels using key questions. This will enable procedures or agreements to be established.



## 3.2. Ideas for application

### For the Beavers

- Look at the hidden object picture with a small group of children. Ask the children to describe what they see in their own words. Discuss using the questions "What do you see?" and "What would you like to say about it?"
- With the beavers, you should limit yourself to purely verbal discovery of the hidden object picture.
- Give the children the 7 points of prevention to take with them (Chapter 2.2).

### For the Cub/Brownie, Scout/Guide and Venture sections

- Look at the hidden object picture with the children and young people in small groups. Depending on the situation, it may make sense to allow the participants to choose the groups themselves. This allows them to exchange ideas in a setting where they feel comfortable.
- Participants should describe the situations in their own words. Discuss the situations using the guiding questions from section 3.1. Guide the children using the three key questions "What do you see?" "What do you think about it?" and "How do you feel about it?"
- You can give the participants the 7 points of prevention to take away with them. (Chapter 2.2)
- Let the cubs divide the individual scenes into "okay" and "not okay", for example with red and green dots or a traffic light that switches to red or green. For situations that are mostly "not okay", practise a specific response with the participants. What else can children and young people say besides "no"? Discuss saying "no", can the children and young people think of anything else? Discuss how one can and should react in situations that are "not okay".
- Read scenes from the scene list (Chapter 3.4). The participants try to find the scene mentioned as quickly as possible.
- Think together about what the individual characters in the the hidden object picture and how they might be feeling.
- Make speech bubbles and thought bubbles (or buy Post-it notes) and label them: What do you think the characters are thinking and saying? Act out possible dialogues for the scenes. Give the characters names so that it is easier to name them.
- Play 'I spy with my little eye' with the hidden object picture.
- Play "Count all the..." with the hidden object picture.
- Print out the hidden object picture in black and white and let the children colour in individual scenes.

### For the Venture Scout level (additional)

- Have the Venture Scouts already experienced or seen some of the scenes? Talk openly with them about any experiences they may have had with boundary violations. How were these dealt with?

### For the Rover level

- Use the picture as a basis for discussions on the topic of boundary violations and a group culture that respects boundaries.

### In a leadership team or for support staff (coach, course leader,, etc.)

- Look at the hidden object picture with your leadership team and discuss the situations using the guiding questions (chapter 3.1). Make a note of measures that can prevent risky situations.
- Discuss in your leadership team which agreements apply to certain scenes and agree on procedures.



- Consider how you will deal with different situations as a team and assign specific responsibilities. You can also come up with a code word that you can use when you have observed something and are unsure. You can discuss this later at the meeting without the participants noticing.
- It is important that team leaders and their supervisors (e.g. group leaders and coaches) consult and support each other. For example, a sequence with the hidden object picture can be planned and carried out together.
- Consider the situations in the picture and think about whether there could be ways out, choices or an alternative programme.

### In a course (block) (from basic course onwards)

- Show the hidden object picture and the list of scenes (Chapter 3.4) and ask the participants to find the scenes.
- Hand out post-it notes and ask the participants to describe the scenes without judgement. (What do you see?)
- Hand out green and red stickers. For each scene, participants should decide what is not okay in Scouting (red) and what is okay (green). Since the situations are not clear-cut, there will be green and red stickers for individual situations. This provides an exciting basis for discussion: why green, why red?
- Hang individual scenes around the room. Small groups will visit each scene, discuss it using the guiding questions, and form an opinion about the situations. The situations will then be discussed in front of the tarpaulin in a plenary session. Individual scenes are described in detail in section 3.3.
- Hang the hidden object picture somewhere in the course without comment right from the start and then discuss it in the activity on PSE. If you don't want to do this, you can discuss the picture in the activity first and then leave it hanging until the end of the course.
- During the activity itself, place the image in the centre and let the participants discuss individual situations using the guiding questions. Try to write down measures to reduce the risk situations. Then take a closer look at the situations (chapter 3.3) and compare them with the measures you have collected.
- Ask the participants to find exit options, choices or an alternative programme for the situations in the picture.
- Collect ideas from the participants on how the 7 points of prevention can be taught to children in everyday Scouting.

### As the cantonal prevention officer

- Promote the hidden object picture to the training managers in your cantonal association and refer to section 3.2 "Ideas for use in a course (block) (from basic course onwards)".
- Present the hidden object picture at an group leader or coach meeting and refer to section 3.2 "Ideas for use in a leadership team or for supervisors (coach, course leader, etc.)".
- Draw attention to it at a cantonal leaders' meeting and refer to section 3.2 "Ideas for application at Beaver, Cub/Brownie, Scout/Guide, Venture Scout and Rover level".
- Use the hidden object picture in your "Preventive action in youth associations" training modules.



### 3.3. Situations under the microscope

In this chapter, you will find a number of situations described in more detail, along with suggestions on how to act and react.

#### Massage activity



What can you see?	Under the Sarasani tent, you can see someone being massaged. The person being massaged is lying on their stomach and is not wearing a T-shirt.
Sticking points	Wellness sessions are very popular in scouting and take place at almost every camp. Massage is usually part of the wellness session. The question is how these should take place. With or without a T-shirt? Who massages whom? What are the alternatives in wellness sessions?
Background information	Everyone has different personal boundaries regarding how close others are allowed to get to them in order for them to still feel comfortable. Therefore, the massage session can cross boundaries and make participants feel uncomfortable.
What should be done and when?	<p><b>Before the situation</b></p> <ul style="list-style-type: none"> <li>• Ensure that there is no peer pressure by planning the wellness block with a variety of freely selectable wellness activities. (Not just massages, but also drinking tea, listening to calm stories or music, reading comics, face masks, etc.)</li> <li>• Define rules for "Who massages whom?" Leader – participant / participant – leader / participant – participant / leader – leader</li> </ul>
Options for leaving Choices	
Alternative programme	
Voluntary participation	
Dependency Transparency	<p><b>During the situation</b></p> <ul style="list-style-type: none"> <li>• Pay attention to the participants' body language.</li> <li>• Massages are only appropriate if both parties want them.</li> <li>• Do not massage behind closed doors or in closed tents. The massage block is a group activity. These optional activities always take place in publicly accessible rooms in groups.</li> <li>• Define massages precisely: back, foot, hand, etc.</li> <li>• Massages are only performed with clothes on.</li> <li>• Massage with (hedgehog) ball</li> </ul> <p><b>After the situation</b></p> <ul style="list-style-type: none"> <li>• When evaluating the camp, check whether the above points mentioned above were adhered to. Draw conclusions for the next block as appropriate.</li> </ul>
Who is responsible for what?	Since wellness sessions usually take place in a camp, the camp leaders and the person responsible for the wellness activity are responsible for ensuring that everyone is aware of and complies with the above rules. Coaches are responsible for raising this issue with the camp leadership when they review the activities.

# Tick checks



What can you see? A large sign with a crossed-out tick is displayed on the medical tent.

Sticking points Unfortunately, tick bites occur again and again and in all sorts of places. Ticks do not even spare the genital area.  
 Should there be regular tick checks at scout camps? How and where are these carried out, and by whom?  
 What if someone needs to have a tick removed? Who should do it, and who should not? Where should this be done?  
 Should the parents be informed?

Background information A tick bite is considered an accident and therefore the costs are covered by accident insurance. The tick carrier and you can seek medical treatment without any financial pressure.

What should be done and when? **Before the situation**  
 Options for leaving Choices At a parents' night or in a letter before the camp, inform parents about how the issue will be handled. Various options are possible:  
 Alternative programme  
 Voluntary participation  
 Dependency Transparency

- The leadership team removes the ticks with the utmost care.
- The leadership team removes the ticks, except in the genital area. (A leader may also say no if they feel uncomfortable removing a tick from the genital area, for example).
- The leadership team always consults a specialist.

This gives parents and guardians the opportunity to raise any concerns they may have. Openness is important; the leadership team has nothing to hide

**During the situation**  
 Discuss with the leadership team and the person affected how to proceed. The person who has been bitten should decide who should remove the tick. If possible, the tick should be removed by a person of the same sex and observed by a second person.

**After the situation**  
 At the end of camp or after an activity, the legal guardians are informed about the tick bite.

Who is responsible for what? In a camp, the camp leadership is responsible for ensuring that the above points are observed. During an activity, this responsibility is assumed by the section leadership.

## Comforting inside a room



What can you see?	In the large room, a child is holding their hands in front of their face. A leader has their hands on their shoulders.
Sticking points	At a scout camp or during an activity, it often happens that children are sad and want to be comforted. They may be homesick, hurt themselves or cry for other reasons. Of course, sad children should be comforted, but how and who should do it? What is necessary, possible and what needs to be considered?
Background information	Situations in which someone is comforted can quickly be misinterpreted, as comforting almost always involves physical contact.
What should be done and when?	<b>Before the situation</b> Discuss your approach within the leadership team.
Options for leaving	<b>During the situation</b>
Choices	<ul style="list-style-type: none"> <li>• Make sure that the two people are not alone, but that others are nearby.</li> <li>• The physical contact must be initiated by the child.</li> <li>• The child should choose who comforts them.</li> </ul>
Alternative programme	
Voluntary participation	<b>After the situation</b>
Dependency Transparency	After the camp / after a while, discuss whether your defined approach to comforting has proven successful.
Who is responsible for what?	The camp leadership (or group leadership) is responsible for ensuring that the team discusses and implements an approach before the camp..



## Toilet



What can you see?

- A person in a wheelchair is being moved away from the toilet by a second person.
- At the edge of the forest, a leader helps a child relieve themselves in the forest.

Sticking points

Everyone needs to go sometimes, but not everyone can do it on their own. For example, children, teenagers or (young) adults with disabilities may need help going to the toilet. Anything can happen, from holding the door open to cleaning their bottoms. Even Beavers and Cubs need help occasionally, or they may wet themselves and need help changing afterwards. Of course, it can also happen that someone is injured and therefore cannot go to the toilet on their own.

Background information

Going to the toilet is an intimate matter, so it is important to respond sensitively when someone needs help with this.

What should be done and when?

### **Vor der Situation (Planung)**

Options for leaving

In the Beaver and Cub levels, as well as with scouts with special needs, it makes sense to discuss the topic of the toilet in advance with the leadership team, with parents and, depending on the situation, with the people concerned.

Choices

Alternative programme

### **During the situation**

Voluntary participation

- The person concerned decides who should help them.
- It makes sense that it is not always the same leaders who help.

Dependency Transparency

- Children can also help other children.
- The person who needs to go to the toilet tells the helper person what to do.
- If possible, the person helping should remain outside the toilet and not in the toilet.

### **After the situation**

During an evaluation, discuss how it went and also ask the people who needed help.

Who is responsible for what?

The group leadership or, depending on the situation, the section leadership or, in a camp, the camp leader is responsible for ensuring that the above points are observed in toilet situations.



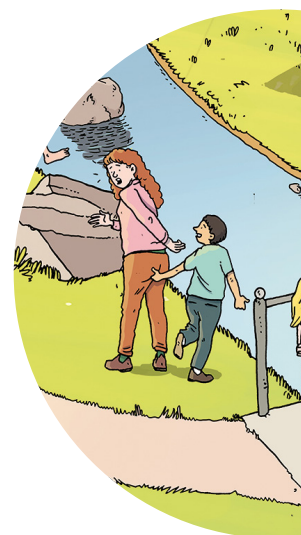
## Sexualized language

What can you see?	A person speaks in sexualized language. (speech bubble)
Sticking points	The participants learn from you, their leaders, which is why your colloquial language among yourselves is crucial.
Background information	The naming of genitals is usually associated with a great deal of uncertainty for children and young adults
What should be done and when?	<b>Before the situation (planning)</b> The leadership team should agree on non-judgmental vocabulary. Agree on how you will refer to body parts (e.g. 'bum' instead of 'arse') to make it easier for participants to talk about the situations.
Options for leaving	<b>During the situation</b> <ul style="list-style-type: none"> <li>• Encourage your participants to use your expressions.</li> <li>• Pay attention to your own language. You are important role models!</li> </ul>
Choices	
Alternative programme	
Voluntary participation	
Dependency Transparency	<b>After the situation</b> Some time after your agreements or, for example, after a camp, you can look back together as a leadership team and evaluate whether you were able to keep your agreements and whether the expressions you chose made sense.
Who is responsible for what?	The group leadership or, depending on the situation, the section leadership or, in a camp, the camp leadership is responsible for ensuring that the topic of "sexualized language" is discussed in advance. In general, the leadership team and thus each individual manager is responsible for the leaders of tomorrow and their everyday language.

### 3.4. What's to discover

Here you will find a list of all the scenes that can be seen in the hidden object picture:

- A scout peeks into the latrine with the help of another scout.
- Two leaders kiss behind the sleeping tents.
- A leader helps a child to wee at the edge of the forest.
- A child pushes another child in a wheelchair away from the toilet.
- One person explains to another how a compass works.
- A leader throws a child in the air.
- A child pinches a leader's bottom.
- In a circle, Spin the Bottle is played.
- A leader places their hands on a child's shoulders.
- Four leaders sit in a circle in front of the Sarasani.
- In the Sarasani, one person is massaged by another person.
- In front of the first aid tent, a leader comforts a child.
- In the medical tent, a child is treated by a leader.
- A sign reading "Tick check" is clearly visible on the medical tent.
- A child looks at the people in front of the medical tent.
- A leader gives a handshake to a person in a wheelchair.
- One person sits on another's lap around the campfire.
- At the campfire, one person puts their arm around another's shoulders.
- One person sits alone by the campfire.
- One person runs towards the toilet.
- Two pairs of legs stick out of a sleeping tent.
- A child plays with a ball by the stream and is filmed or photographed.
- Two people are checking their mobile phones on the swing seat. (Pornography)
- On the terrace, two people take a selfie.
- One person is sitting on the terrace looking at their mobile phone.
- Underneath the terrace, someone is feeding another person.
- Through the patio door, you can see a child running away.
- On the bridge, someone points to a third person in swimming trunks.
- On the playing field, tarpaulin volleyball is being played.
- Children are running around on the lawn.
- There is a fight on the lawn.
- Two children watch the fighters.
- A water fight is taking place in and around the stream.
- A naked child runs towards the stream.
- A child watches the water fight.
- One person takes a shower naked, another in swimwear.
- Children are changing in the gender-separated changing rooms.
- Someone looks over the partition between the two changing rooms.
- Through the window of the camp house, you can see teenagers posing in front of a mirror.
- A child is comforted by a leader in the dormitory.
- A child in a wheelchair takes off their top.
- Two children are playing in the dormitory.
- In the dormitory, a leader gives a child a goodnight kiss.
- A child sits alone on the bed.
- In the small dormitory, two leaders kiss each other.
- Someone speaks in sexualised language.



## 4. What to do if you have an uneasy suspicion?

If you suspect sexual assault or exploitation, or if someone approaches you with this issue, proceed as follows:

**Respond as calmly and thoughtfully as possible** and offer a **safe environment for them to talk.**

Do **not make assumptions or interpretations;** let the person concerned tell you what happened and listen carefully. Then, when you have a quiet moment, write down what you have heard.

**Support the person** by saying "It's not your fault!" or "You did the right thing by telling me."

**No information should leak** to the accused person.

Do not make any promises you cannot keep but assure the person that you will involve them in your next steps. Inform the person concerned that you will seek help from the Scout Helpline.

**Get help!** Contact your national Safe from Harm Contact or your group leader or coach directly

## 5. Even more exciting things

If you have any questions or comments about this resource, please contact the the Swiss Guide and Scout Movement (info@pbs.ch)



### **PSE protection concept (in German)**

The PSE protection concept applies to the Swiss Guide and Scout Movement and all its members. It empowers you to deal with risky situations and increases your confidence in taking action



### **PSE Regulations (in German)**

The regulations explain in detail the responsibilities of the various levels (federal, cantonal, group) are explained in detail.

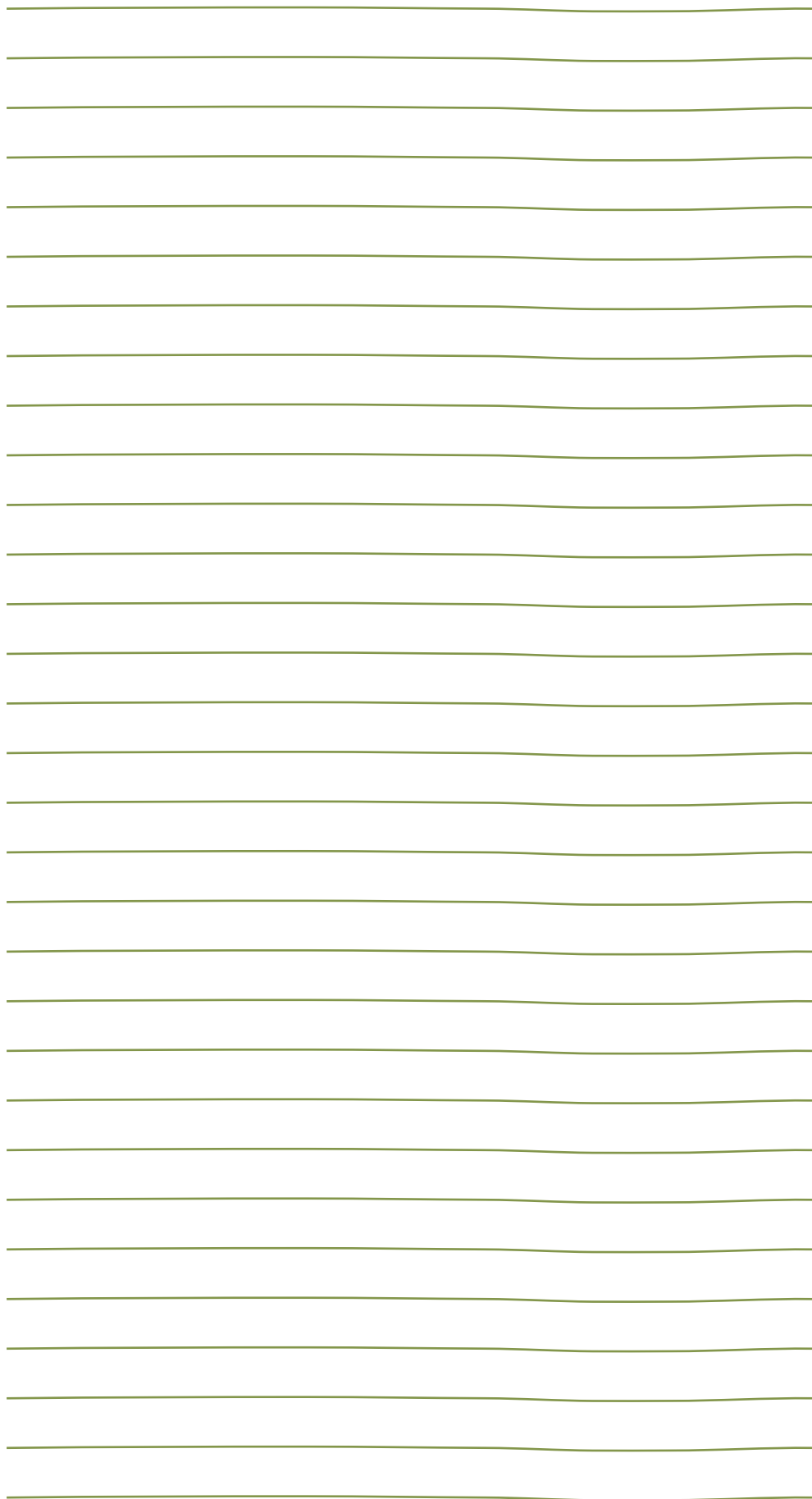


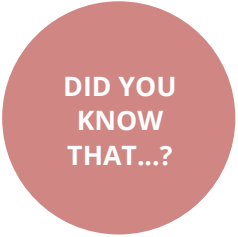
### **Accompanying document Twitterbox (in German)**

This document explains how the Twitterbox (mailbox for your camp) works.









**DID YOU  
KNOW  
THAT...?**

## **PORNOGRAPHY**

Pornography refers to linguistic and pictorial representations that focus on the genitals, but much more than that can be considered pornography (e.g. a child posing in a sexy manner). Ultimately, it is the courts that decide what is and what isn't pornography. Depictions with pornographic content can impair the sexual development of individuals who are not yet mature enough for it. In Switzerland, it is illegal to offer or make pornography available to persons under the age of 16.

Pornographic depictions involving minors under the age of 18, animals, violence and faeces are generally prohibited.

## **AGE OF CONSENT**

The age of consent in Switzerland is 16. This means that all persons over the age of 16 may engage in sexual acts with persons capable of discernment, provided that the acts are consensual. If there is a relationship of dependency, both persons must be over the age of 18. If one or both persons are under the age of 16, the age difference may not exceed 3 years.



**NOTE**

As a leader, be aware that challenging situations may arise when using the hidden object picture: talking about sexual exploitation, sexual assault or boundary violations can evoke unpleasant memories and emotions in everyone present, including leaders.

